DOCUMENT RESUME

ED 081 687 SO 006 116

TITLE	Living Classrooms in Social Studies.
INSTITUTION	Cleveland Public Schools, Ohio.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.
PUB DATE	8 Nov 71
NOTE	18p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Classroom Environment; *Disadvantaged Youth; *Educational Research; Grade 7; Grade 8; Projects; Secondary Grades; *Social Studies; Student Attitudes; *Visual Aids
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

A project facilitated learning of disadvantaged students in 7th and 8th grade social studies classes through the presentation of visuals designed to vividy the presented subject matter. In a number of experimental classrooms teachers used approximately twice as many visuals in their living classrooms as in a number of control classes. Objectives of the study were that students in the experimental group would show: 1) significantly more positive attitudes toward social studies and greater classroom participation (as determined by comparison of pre and post scales; and 2) significantly greater gains in achievement in the area of social studies than they did the previous year. Findings indicated that although there was no measureable change in pupil attitudes toward social studies in the living classrooms, pupil participation in classroom discussions were significantly higher than in control classes. Other significant findings were that pupil marks in social studies were significantly higher than the previous year and, further, that in a standardized city wide test the students in the living classroom achieved scores similar to 8th grade classes in non-Title schools -- an indication that the project did improve pupil achievement. (SJM)

ED 081687

OHIO DEPARTMENT OF EDUCATION
[illegible]
Columbus, Ohio 43215
Division of Research, Planning and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ESEA TITLE III BASIC DATA FORM

(For State Department of Education Use Only)

Project Number	School District Code	County Code	Congressional District	Final Approved Budget

ED ____ % IC ____ % EG ____ % PK ____ % GI ____ %

SECTION A - GENERAL INFORMATION

1. Project Title -

LIVING CLASSROOMS IN SOCIAL STUDIES

2. Brief Summary of Purposes of Project -

This project sought to reestablish educational contact with disadvantaged children by introducing Social Studies learning activities visually through pictures, caricatures, and cartoons to increse and improve achievement.

3. Type of Submission

[ ] Initial Title III Application
[ ] Continuation Grant Application
[ ] Amendment
[ ] End of Grant Period Report
[X] End of Project Period Report

4. Type of Project

Innovative [ ] Innovative-Exemplary [X] Exemplary [ ]

SD 006116

5. Applicant Agency	Address	
Cleveland Public School	1380 East Sixth Street Cleveland, Ohio 44114	
6. Name of Project Director	Address (complete)	Telephone No. 696-2929
Mr. David Cox	Cleveland Public Schools 1380 East Sixth Street Cleveland, Ohio 44114	Area Code 216
7. Superintendent	Address (complete)	Telephone No.
Dr. Paul Briggs	Same	Area Code

Signature of Superintendent	Date
Paul W. Briggs	November 8, 1971

FORM OD 1-1

FILMED FROM BEST AVAILABLE COPY

SECTION D – TITLE III ESEA SUMMARY OF PROJECT

	Previous Grant Number	Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
1. Initial Application for Funds		May 15, 1970	Aug 15, 1971	$ 50,599
2. Application for First Continuation Grant				$
3. Application for Second Continuation Grant				$
4. Total Title III Funds				$ 50,599
5. End of Project Period Report				

SECTION E – PROJECT PARTICIPANTS: GEOGRAPHICAL DISTRIBUTION OF PERSONS TO BE SERVED

1. Estimate the percent of children served from families whose family income is:
A. $2000 or less 25 % B. $2001-$6000 50 % C. over $6000 25 %

2. Rural/Urban Distribution of Participants Now Served or to be Served by Project

Participants	Rural		Urban Location Area		
	Farm	Non-Farm	Central City, Low Socio-Economic Area	Suburban	Other Urban
Percent of Total Number Served			100%		

SECTION F – PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

Personnel Paid by Title III Funds

Type of Paid Personnel	Regular Staff Assigned to Project			New Staff Hired for Project		
	Full-Time 1	Part-Time 2	Full-Time Equivalent 3	Full-Time 4	Part-Time 5	Full-Time Equivalent 6
1. Administration/ Supervision						
2. Teacher: a. Pre-Kindergarten						
b. Kindergarten						
c. Grades 1–6		22	2.69			
d. Grades 7–12		1	.75			
e. Other						
3. Subject Matter Specialists (Artists, Scientists, Musicians, etc.)	1		1	1	1	1.5
4. Technical (Audio-Visual, Computer Specialists).						
5. Pupil Personnel Workers (Counselors, Psychologists, Social Workers, etc.)						
6. Medical and Psychiatric Personnel						
7. Researchers, Evaluators		1	.14			
8. Planners and Developers						
9. Disseminators, (Public Relations Personnel, Editors, Writers)						
10. Clerk		1	11			

SECTION B – PARTICIPATING SCHOOL DISTRICTS

School Districts to be served (use additional pages if needed)	Congressional District	Participating Student Population	Total Student Population	Average Per Pupil Expenditure (from non-federal funds)	
				Second Preceding FY	Preceding FY
Cleveland Public Schools	20-21-22-23	1530	150,902	67-68 $656.00	68-69 $715.00
Cleveland Catholic Diocese Schools	20-21-22-23	120	31,888	67-68 $375.00	68-69 $410.00
TOTALS		1650	182,790		

SECTION C – SCHOOL ENROLLMENT

		Pre-Kinder-Garten	Kinder-Garten	GRADES 1	2	3	4–6	7–12	Adult	Other	TOTALS	Project Staff Receiving In-Service Training
A School Enrollment in Geographic Area Served	(1) Public		12524	13568	12140	9998	31005	64035		7632	150,092	
	(2) Non-Public		994	3167	3111	3149	9623	11,544		300	31,888	
B Persons Served by Project	(1) Public							1530			1,530	17
	(2) Non-Public							120			120	4
	(3) Not Enrolled							0			0.	
C Additional Persons Needing Service	(1) Public		6262	6785	6070	4999	15502	30,487		3816	73,516	445
	(2) Non-Public		248	792	778	787	2406	2766		75		121
	(3) Not Enrolled							0		0		

LIVING CLASSROOMS

I. Evaluation of Project Objectives

This project attempted to facilitate learning of students in seventh and eighth grade social studies classes through an abundance of visuals, such as cartoons, blowups of historical and contemporary leaders, etc. The locally designed visual materials were drawn by artists to meet the needs and interests of each classroom of students for the particular topic they were studying. Teachers were free to develop new teaching approaches which were enhanced by the individually tailored visuals.

Classroom teachers met on Saturdays with two artists for the purpose of planning classroom implementation. The artists drew sketches, pictures, cartoons and other visuals which were designed to vivify the subject matter so that the ideas and concepts would be visually introduced prior to text book presentations or assignments.

The objectives of the program were classified into two types, Process Objectives related to the implementation of the program and Product Objectives related to the expected behavioral outcomes. The process objective was as follows:

Process Objective

1. In introducing and conducting classroom learning experiences in social studies, selected teachers of grades 7 and 8 will increase the frequency of the use of visuals to a degree significantly greater ($p < .05$) than previous levels as determined by observation.

Method: A supervisor in the social studies department recorded observations made in a sample of nine of the 22 classrooms in the project, and ten comparable classrooms which did not receive project services. Data were recorded on a instrument similar to the Flanders interaction analysis grid. Classes were observed in the fall during October and November, and again the late spring during May and June. Since the first observations were done after the initial implementation of the project, a pre-post change could not be analyzed. Therefore the frequency of use of visuals, as determined from this classroom observation, was compared between the experimental and control classrooms for these two observation periods of time. Table 1 presents the data compiled during the twenty minute observation period.

TABLE 1

USE OF VISUALS

(Frequency during 20 minute observation)

Type of Classroom	Fall		Spring	
	$\bar{X}$	SD	$\bar{X}$	SD
Experimental	5.1	3.0	4.3	2.1
Control	2.4	1.0	2.2	1.3
t - test	$t = 2.50$; $p < .05$		$t = 2.59$; $p < .05$	

Both times during the school year there were significant differences in the frequency of use of visuals in the social studies classes. Experimental classes used approximately twice as many visuals as control classes. This would indicate the process part of objectives had been met.

The second type of objectives were the Product Objectives. The first product objective was:

1. Students of the teachers participating in the project will show significantly more positive attitudes ($p < .05$) toward social studies than previously, as determined by comparison of pre and post scores on a locally constructed semantic differential instrument and by comparison of pre and post ratings of the degree of student participation in classroom learning activities.

Pupil attitude was measured using a semantic differential instrument containing concepts related to social studies in general, and Living Classroom techniques specifically. The concepts relating generally to social studies were as follows: Social Studies, Classrooms, Homework, Textbooks, Libraries. Concepts relating more specifically to the Living Classroom Project were: Cartoons, Newspapers, and News on TV. Adjectives which were listed for the pupil response included: Good-Bad, Strong-Weak, Happy-Sad, Wise-Foolish, Brave-Cowardly, Clean-Dirty, Kind-Cruel, Important-Unimportant. Attitudes were measured on a five point scale which ranged from a score of 1 = very negative, to 3 = neutral and 5 = very positive. The semantic differential test was given in September and again in early June to both seventh and eighth grade pupils. The data on pupil attitudes relating to social studies in general is presented in TABLE 2.

TABLE 2

ATTITUDES OF SEVENTH AND EIGHTH GRADE PUPILS

RELATED TO SOCIAL STUDIES

		Experimental Classes			Control Classes		
		N	$\bar{X}$	SD	N	$\bar{X}$	SD
7th Grade:	Pre	5	3.6*	.37	4	3.7*	.34
	Post	5	3.4	.32	4	3.5	.48
8th Grade:	Pre	8	3.4	.26	4	3.4	.35
	Post	8	3.3	.32	4	3.3	.55

*Rating Scale: 1 = Very negative; 3= neutral; 5 = very positive.

There were no significant differences in attitudes between experimental classes and control classes. Attitudes became less positive toward this group of concepts from September to June in both types of classes. There appears to be a general downward trend in attitudes from the beginning of the seventh grade year through the end of the eighth grade year.

The second group of concepts related more closely to the project of Living Classrooms. These concepts included Cartoons, Newspapers and News on TV. Data concerning pupil attitudes related to these concepts are presented in TABLE 3.

TABLE 3

ATTITUDES OF SEVENTH AND EIGHTH GRADE PUPILS

RELATED TO LIVING CLASSROOM CONCEPTS

		Experimental Classes			Control Classes		
		N	$\bar{X}$	SD	N	$\bar{X}$	SD
7th Grade:	Pre	5	3.9*	.27	4	3.8*	.30
	Post	5	3.7	.24	4	3.7	.43
8th Grade:	Pre	8	3.7	.30	4	3.6	.31
	Post	8	3.6	.17	4	3.5	.22

*Rating Scale: 1 = very negative; 3 = neutral; 5 = very positive

There were no significant differences between experimental and control classes. Pupil attitudes again became less positive in June than they were in September. A similar downward trend in attitude of students was observed from the beginning of the seventh grade through the end of the eighth grade. Overall there appeared to be no effect on pupils' attitudes related to social studies resulting from the services of this project as measured by the semantic differential instrument.

The second phase of this objective related to the amount of student participation in the classroom. This objective was measured by repeated classroom observations of 20 classes, 9 experimental and 11 control, during the school year from September through June. A tool similar to the Flanders interaction chart was used to record the type of classroom activity which was occurring. This was tabulated

along four dimensions: the amount of time the teacher spent questioning pupils, the time the teacher spent talking or lecturing to the pupils, the amount of time pupils spent questioning the teacher, the amount of time pupils spent talking or responding to the teacher. Observation periods were 20 minutes long and data were tabulated according to the classroom activity at three second intervals. Data on classroom observation are recorded in TABLE 4.

TABLE 4

CLASSROOM PARTICIPATION

(Number of tallies, one tally every three seconds, for 20 minute observation period)

	Teacher				Pupil			
	Questioning		Talk		Questioning		Talk	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Experimental	67.0	30.1	46.3	23.3	4.4	5.9	79.4	33.1
Control	37.4	25.2	78.5	50.8	5.0	6.0	39.8	25.4
	$t = 4.08$ $p < .01$		$t = 3.18$ $p < .01$		$t = 0.38$ not sig.		$t = 5.08$ $p < .01$	

The data indicated there were significant differences in the amount of teacher questioning of pupils and the amount of teacher talk or lecture to pupils in the experimental and control classes. In the experimental classes the teachers did significantly more questioning of pupils and encouraging of more pupil talk than occurred in the control classes. Data on pupil questioning indicated that there were no significant differences in the amount of pupil questioning between experimental and control classes. These data would indicate significant differences in the style of teaching did occur between project classes and control classes.

The second product objective for this project for the school year was as follows:

2. Students of the teachers served by the project will show significantly greater ($p < .05$) gains in achievement in the area of social studies than students in previous years as measured by teacher assigned marks and locally constructed tests.

Data obtained on teacher assigned marks were related to eighth grade pupils only. For these students it was possible to obtain their seventh grade mark in social studies. Seventh grade pupils did not have a recorded mark for sixth grade social studies to use for comparison. Data obtained on teacher assigned marks is presented in TABLE 5.

TABLE 5

PUPIL MARKS IN 7th & 8th GRADE SOCIAL STUDIES

	8th Grade Mark vs. 7th Grade Mark		
	Higher Mark	Same Mark	Lower Mark
Number of Pupils (sample of 8 classes)	94	88	34

Kolmogorov-Smirnov D = .176; $p < .01$ (Significant)

Data would indicate that significant numbers of pupils earned higher teacher-assigned marks in the eighth grade Living Classrooms Project as compared to their seventh grade mark in social studies.

The level of pupil achievement was measured with two different achievement tests. The first was a locally constructed test using cartoons, diagrams and charts to picture the concept of the question. This test was given in the fall and spring to both experimental and control classes. The results are presented in TABLE 6.

TABLE 6

CARTOON - TYPE ACHIEVEMENT TEST

(15 questions)

Type of Class	N Classes	PRE		POST	
		$\bar{X}$	SD	$\bar{X}$	SD
Experimental	3	6.9	2.5	8.5	3.0
Control	2	6.3	2.7	8.4	3.5
		t = .234 not significant		t = .046 not significant	

Data would indicate that the locally constructed cartoon-type test did not reflect significant differences in learning of the students in Living Classrooms project as compared with students in the regular classes.

The second test used to record differences in achievement was the Cooperative American History Test given to all eighth grade pupils in March 1971. Classroom achievement data were obtained from the city wide results for nineteen previously identified experimental and control classrooms. These data are presented in TABLE 7.

TABLE 7

COOPERATIVE AMERICAN HISTORY TEST

(8th Grade Classes)

GROUP	PLR		ACHIEVEMENT	
	$\bar{X}$	SD	$\bar{X}$	SD
Experimental Classes (N = 10)	95.0	13.0	142.6	8.2
Control Classes (N = 9)	95.2	11.6	139.2	6.5
	t = .0408 not significant		t = 1.0014 not significant	

There was no statistically significant difference in achievement between experimental Living Classrooms and the regular control classes. When the data were compared with complete city-wide results another dimension became apparent. TABLE 8 presents the city-wide results.

TABLE 8

COOPERATIVE AMERICAN HISTORY TEST

(City-Wide Results)

GROUP	PLR		ACHIEVEMENT	
	$\bar{X}$	SD	$\bar{X}$	SD
Non-Title I Schools	102.6	15.1	142.4	8.5
Title I schools	94.5	12.7	138.4	7.7
All Cleveland Schools	99.5	14.7	140.7	8.4

It may be noted that the differences in achievement between the experimental classes and control classes were almost exactly the same as the differences which existed between the Title I and the non-Title I schools. Pupils in the experimental Living Classrooms Project were able to achieve at a level similar to pupils in non-Title I schools, even though they apparently had a slightly lower PLR. From the city-wide test results it would appear that achievement of pupils was improved through participation in the Living Classroom Project.

Evaluation Conclusions:

Data obtained to measure the extent of implementation of the Process Objective indicated that:

- Visuals, tailored specifically to the needs of each classroom, were produced and used in the experimental seventh and eighth grade social studies classrooms.
- Through classroom observation it was determined that visuals, in general, were used twice as often in experimental classes as in control classes.

Data obtained on the outcomes of the process objectives having been implemented were as follows:

- Classroom observation indicated that teachers of experimental classes used the technique of questioning pupils significantly more often than teachers of control classrooms. Teachers of control classrooms did significantly more lecturing or talking to pupils than did teachers in experimental classes. The

result was that pupil participation in classroom discussions was significantly higher in experimental classes than in control classes.

- Pupil marks in social studies were significantly higher in the eighth grade Living Classrooms social studies than the previous year in their regular seventh grade social studies.
- Achievement scores on the standardized city-wide social studies test indicated that eighth grade experimental classrooms achieved scores similar to eighth grade classes in non-Title I schools. Control classrooms achieved scores comparable to the mean of classes in Title I schools. This would indicate that the project did improve pupil achievement.

II Unpredicted Outcomes

The fact that there was no measurable change in pupil attitudes toward social studies was contrary to expectations of this project. It would appear that general attitudes toward school perhaps outweighed attitudes relating toward social studies or specifically toward this project.

Pupil achievement improved to a greater extent than anticipated. It had not been predicted that the standardized city-wide test would actually indicate any change in achievement level for the pupils in the project. The fact that their achievement was on the same level as classes in non-title I schools was unexpected. The PLR of students in Living Classrooms classes, being lower than that of pupils in non-Title I schools, made these results even more unusual.

The measurement of different styles of teaching, which was documented through the classroom observations, was not anticipated. The fact that teachers in experimental classrooms used the technique of questioning significantly more frequently than did teachers in control classes apparently provided the pupils with more opportunity to respond, to formulate ideas and verbalize these thoughts. This increased participation on the part of the students might have been one factor which resulted in the higher achievement on the city-wide American History achievement test.

III. Impact of Title III

There appeared to be two major types of impact resulting from this project. The first related to the organization of lesson materials by the project teachers. Emphasis was placed on the development of concepts and themes rather than memorization of facts. With the possibility of visual materials which could be developed to meet the specific needs, teachers became more creative in the development of lesson plans. Rather than relying almost exclusively on textbook materials, teachers were now able to use them more as reference books.

The second major impact related to the effect of the posters, cartoons and other visuals on other teachers within the schools where the project was operating. Project teachers reported they were often asked about the visuals, where they came from, how they were used, and how other teachers could also obtain such aids. Project teachers indicated the occasionnally loaned posters and large visuals to other

teachers who wished to use them. They would explain to the teachers how the visuals had been used and the type of discussions which were generated.

IV. Cooperative Efforts

The project operated in ten Cleveland Public junior high schools and four parochial elementary schools. Teachers from 14 participating schools met together for the weekly workshops with the artists and project director. These workshops provided an opportunity for teachers to exchange ideas as well as to create visuals for the following weeks.

V. Dissemination

Dissemination of information concerning this project occurred in three directions.

1. A request from Erie, Pennyslvania School system was received for information and any available materials.
2. All seventh and eighth grade teachers from Cleveland schools outside the Title I area visited the Living Classrooms project during the school year. The project was explained to them and they saw samples of the materials being used.
3. Guides for teaching social studies using cartoons and posters were developed. In these guides were included ideas on teaching through the use of concepts and themes. All seventh and eighth grade teachers of social studies received the appropriate guide for their reference.

There was no cost involved in the dissemination of information concerning this project. It was done through departmental meetings and classroom visitations.

VI. Projected Funding Procedures

Guides have been developed using the materials created by the artists for this project. A copy of the appropriate guide has been given to each seventh and eighth grade social studies teacher for his use. The department chairman of social studies in each high school also received copies of these guides. Teachers in the parochial schools who participated in the project also received the appropriate guide.

Classroom sets of cartoons pictured in the guide are available upon request to any Cleveland social studies teacher.

VII. Costs

Data are not yet available and will be sent from the Clerk-Treasurer Division when it is summarized.

OBSERVATION CHECKLIST-USE OF VISUALS

ATE_____ SCHOOL _____ PERIOD _____ TEACHER _____ SUBJECT _____

RADE _____ LENGTH OF OBSERVATION _____ MINUTES _____ UNIT TOPIC_____ LESSON TOPIC_____

O ACCOMPLISH EANS USED	INTRO. TOPIC	INTRO. CONC.	DEVELOP. TOPIC	DEVELOP CONCEP.	DEVELOP DISCUSS	REVIEW CONC.	REVIEW TOPIC	CON- CLUSI
OSTER-CART.								
ALL CART.								
RAPH-CHART								
ORTAITS								
APS								
TEXTBOOK ILLUSTRATIONS								
ORKSHEET ISUAL								
ORKSHEET /OUT VISUAL								
LACKBOARD								
TEACHER QUEST.								
TEACHER TALK								
EXT READING ND QUESTIONS								
ORKSHEET QUEST. IED TO TEXT								
ORKSHEET READ. ND QUESTIONS								
TUDENT RESENTATION								
ROUP WORK								
TUDENT QUESTIONS								
TUDENT TALK								